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ABSTRACT

Project Advance is a cooperative project between Syracuse University and school districts throughout New York State, supported by the state education department. Field-tested in the 1973-74 academic year in nine schools, the project expanded in 1974-75 to over 40 schools with an enrollment of over 2,000 students. This report provides a background for the project, a rationale for its design, and a description of how it operates. (Author)

The authors would like tc express their appreciation to Franklin P. Wilbur and David Chapman for their assistance in the preparation of this report and to the administrators and teachers in both the public schools and at Syracuse University whose support and cooperation made this project possible. We would also like to thank Joseph W. LaFay, Jr., for editing this report.

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...gh administrative barriers between systems and broad moats separating school teachers and college professors from each other have been created, and they artificially and harmfully impede the learning experience for the student. The barriers should be lowered and more bridges built across the moats.

Carnegie Commission Report on Continuity and Discontinuity--Higher Education and the Schools. (August 1973)

Project Advance is a cooperative project between Syracuse University and school districts throughout New York State, supported by the New York State Education Department. Field tested in the 1973-74 academic year in nine schools, the project expanded in 1974-75 to over 40 schools from Long Island to Buffalo, with an enrollment of over 2,000 students. This report provides a background for the project, a rationale for its design, and a description of how it operates. Other reports in this series cover in detail the evaluation aspects of the program.

The Problem

In the fall of 1972 administrators from several Syracuse area school districts contacted the University's Vice Chancellor for Academic Affairs, John James Prucha, and asked for help in solving some of the problems they faced with many of their college bound senior students. One aspect of the problem (often called "senioritis") was that many high school seniors complete nearly all the basic requirements for graduation before their senior year; and, as a result, feel bored and frustrated because they see themselves as only "marking time" during most of the senior year. Prucha then asked Robert M. Diamond, Assistant Vice Chancellor for Instructional Development and Director of the University's Center for Instructional Development, for suggestions. A proposal for action was offered and, with the support of a committee of deans, academic chairmen and faculty, the project was turned over to the Center for development and implementation.

Alternative Approaches

To solve the problem presented by the school superintendents, high school-college articulation programs which were already being implemented were studied. In this report, the term articulation is used to refer to "planned programs and practices which link secondary and post-secondary curricula and involve a high degree of systematic cooperation between the two levels" (Wilbur, 1974). Although each program design was found to have certain strengths, each also possessed serious limitations. The most common articulation alternatives were the following:

1. Advanced Placement Programs.

   The intent of such programs as the Advanced Placement examination of the Educational Testing Service is to provide high school students with the opportunity to study one or more college-level courses and then, depending upon the results of examinations, to receive advanced placement, college credit, or both, upon entering college. High school faculty teach a specially designed curriculum to prepare students for the final examination. Increasingly, high schools are recognizing significant weaknesses and limitations in this approach. There is considerable variation among colleges in their recognition and reward of advanced placement scores. What is accepted at one institution may not be at the next, and it is often difficult for the student to know in advance what institutional policy will be.

Most important, advanced placement hinges on a single exam score based on only one day's performance, which many teachers feel is a poor indicator of a student's work over a year. It is an "all or nothing" type situation which has tended to intimidate many well-qualified students. Finally, university faculty in some departments discourage use of the tests because they feel that the tests do not cover the content of the course from which they were designed to exempt students.

2. College courses taught within the school by college faculty.

   In this approach, college faculty commute to the high school and teach their courses (regular tuition is charged). Immediate problems are the limited number of faculty available for such programs, the travel time, and the cost to the sponsoring college. An additional problem in some areas is the feeling of the high school teachers and teachers' unions: they see this approach as a possible threat to jobs if the college course displaces a regular high school class.

3. "Split-day" programs.

   This design allows students to divide their time between their regular high school program and courses at local colleges and universities. The disadvantages of this program, however, include scheduling difficulties and geographic limitations (many high schools are not conveniently located near colleges with such programs). Tuition costs at the college are usually the same as those charged to regular students. In addition, some students are not ready to handle the college environment, and programs of this type tend to remove the student from the mainstream of high school activity at a time

when he or she would be most involved and most productive.

4. Early graduation

   Although some students may be ready academically to begin their college program a year earlier, they may not be ready socially and psychologically. This alternative also has the disadvantage, as mentioned previously, of taking the student out of his or her highly involved senior year in high school.

Design Concept

To overcome most of the limitations mentioned above, it was decided to explore ways in which carefully designed and controlled courses could be taught for credit within the high school as part of the regular academic program. To be considered for the project, the courses had to meet the following four criteria:

1. They had to be individualized in their structure, providing the student (when appropriate) with variable credit options and content choices.
2. They could be taught by trained high school teachers as part of their regular teaching load.
3. They could be taught without conflicting with the regular schedule of the student and without placing him under severe pressure and constraints.
4. Once field tested, the courses could be implemented in schools outside the immediate Syracuse area.

It was also agreed upon that Project Advance would have to be self-sufficient and capable of implementation and expansion without creating a financial burden for the University, a staffing problem for the Center for Instructional Development, or an instructional overload for cooperating faculty. It is important to stress that

while budget limitations required the project to be self-sustaining, the University did not view it as an income-producing project. It was strongly felt that the public relations aspect of the program along with its potential for bringing outstanding students to the University would, when combined with the educational soundness of the approach, be reward enough.

Early in the design process three major factors became apparent: first, that while an effort would be made to utilize individual high school resources, the individual courses would--based on their content and structure--involve different formats and require new relationships between University faculty, high school faculty, and the student enrolled; secondly, the success of the project would depend on the quality of the courses themselves; and third, the courses taught in the high schools would not only have the same instructional goals as their counterparts on campus but would also have identical criteria for awarding grades. It was at this point that the experience of the Center for Instructional Development became an essential ingredient since it was the Center's past efforts that allowed Project Advance to be implemented.

The Center for Instructional Development

The establishment of the Center for Instructional Development in 1971 was based on a series of hypotheses:

1. That the future of the institution rests on a high quality and exciting academic program that will bring about increased student enrollment and decreased attrition.
2. That traditional curriculum and course structures are generally insensitive to the needs, interests, and abilities of the individual student, unaffected by the changing needs of society, and inefficient in their use of available talents and resources.

3. That major and long lasting improvements in curriculum and instructional programming will not take place unless a stimulus for change is provided and unless an effective procedure for change is designed and implemented.

Since its establishment, the Center has worked with almost every school and college in the University in the design of new or the redesign of existing courses and programs. While the Center has undertaken some graduate and upper division courses and programs, the main emphasis, based on ascertained need, has been on large lower division programs, particularly freshman courses.

The Staff of the Center is divided into three divisions.

1. Development

The fulltime professional development staff is responsible for coordinating and implementing instructional development projects. The developer is responsible for seeing that established procedure is followed, that all necessary questions are asked, and that decisions are based on complete and accurate data. In addition, he is responsible for involving other members of the Center's staff whenever their skills are required and for providing an overall quality check on all elements of the project. A member of the development staff also is responsible for operating the prototype Independent Learning Laboratory where instructional units are field tested and evaluated. When these units become operational, they are moved to independent learning areas located in the library and selected dormitories.

2. Research and Evaluation

Gathering and interpreting data are integral parts of the Center's instructional development process. The fulltime professional research and evaluation staff helps departments establish program objectives by designing, with their faculty and with the Center's development staff, instruments and procedures for

gathering information on student attitudes, interests, and priorities and, when appropriate, on community needs and priorities. The evaluator is also responsible for the ongoing evaluation of projects. The evaluators assess such elements as instructional effectiveness (in both cognitive and affective areas), efficiency, and logistics, and provide data on student interests and attitudes toward such aspects of instructional mat. as pacing, clarity, and overall instructional effectiveness. On an ongoing basis, this unit also carries out informal but critical review and examination of the Center's own development process and operation in order to understand and improve its function. The numerous demands for specific expertise needed for quality evaluation have enhanced the relationship between CID's evaluation staff and other campus centers of technical expertise in data processing and analysis.

3. Support Services

The Center's support services include a graphics staff, a printing operation, and editorial support. In addition, all audiovisual support personnel (audio, video, photographers, etc.) come under the supervision of the Assistant Vice Chancellor for Instructional Development who is also the Director of the Center. His dual responsibility enables the Director to coordinate all the units that are needed to carry on the Center's work.

Procedures

I. An Operational Frame of Reference

The Center has developed courses and programs that differ substantially from traditional patterns and structures. Some of the features of the new courses that occur most frequently are as follows:

1. Students receive individualized assignments according to their needs. Depending on the results of a preliminary diagnosis, students may be exempt from specific elements of a course or may be assigned remedial units to correct deficiencies before they enter the instructional units for which these skills are prerequisite.
2. Direct contact between faculty and students is increased. Structured independent study units* replace the traditional lecture as the main disseminator of information, thereby freeing faculty to spend a larger portion of their time in seminars, discussion sessions, and conferences with individual students.
3. Time frames are highly flexible. The courses are further individualized because they permit students to progress through instructional sequences at their own pace whenever possible. Flexible time frames may apply to a single unit of instruction or to an entire course or program of study.
4. Students have more options. Most courses allow students to select instructional sequences, seminars, or minicourses that interest them or that relate specifically to their field of academic specialization. Alternative elements are usually designed to meet specific priorities of students enrolled in the course or program.

*Structured independent study units are defined as short, self-contained, carefully planned units that are designed to meet specific instructional objectives and be completed by the student working independently. Units often have a flexible internal format to permit further individualization and range from programmed booklets, used with or without media, to tape-slide and film sequences.

5. A flexible credit structure is available. Syracuse University has established a single tuition charge for undergraduates, which covers 12 to 19 credit hours. To permit maximum use of this flexible structure, a procedure has been established that allows students to select additional credit options as part of the course they are enrolled in, as late as the tenth week of the semester. They usually receive separate letter grades for each optional credit earned.

6. Several interdepartmental instructional elements are available. As the number of student options and minicourses increases, faculty from several departments may work within a single course. In many instances, interdisciplinary options are available simultaneously to students who are enrolled in separate courses offered by cooperating departments.

7. Faculty serve in more specialized capacities. By using modular elements, student options, and mincourses, it is possible to utilize faculty within their specific area of greatest strength and specialization. In many courses, segments are repeated frequently with instructional units conducted as seminars to permit more efficient use of faculty.

8. Instructional programs are highly flexible. A modular design of self-contained instructional elements--coupled with an ongoing program of evaluation--makes it easy to correct specific deficiencies and adjust to changing needs and interests of both students and faculty continuously. The modular format also allows these instructional units to be used within other University courses, as well as by other institutions.

II. The Development Process

All projects selected for implementation by the Center follow the general procedure outlined in the diagram on the following page. Although the objectives and instructional content of all courses and programs are the responsibility of the academic department involved, effort is made, by following this sequence, to ensure that every decision is based on accurate and comprehensive data and that all related factors are carefully considered. This development sequence differs markedly from most existing models of instructional development in that it emphasizes project selection and design, both of which precede the stating of objectives (a first step in most models). It may take from six months to a year--and, in some cases, even longer--for a project to reach the field testing stage. Phase I and Phase II (the two development stages) usually require about equal time, but this varies considerably from project to project.

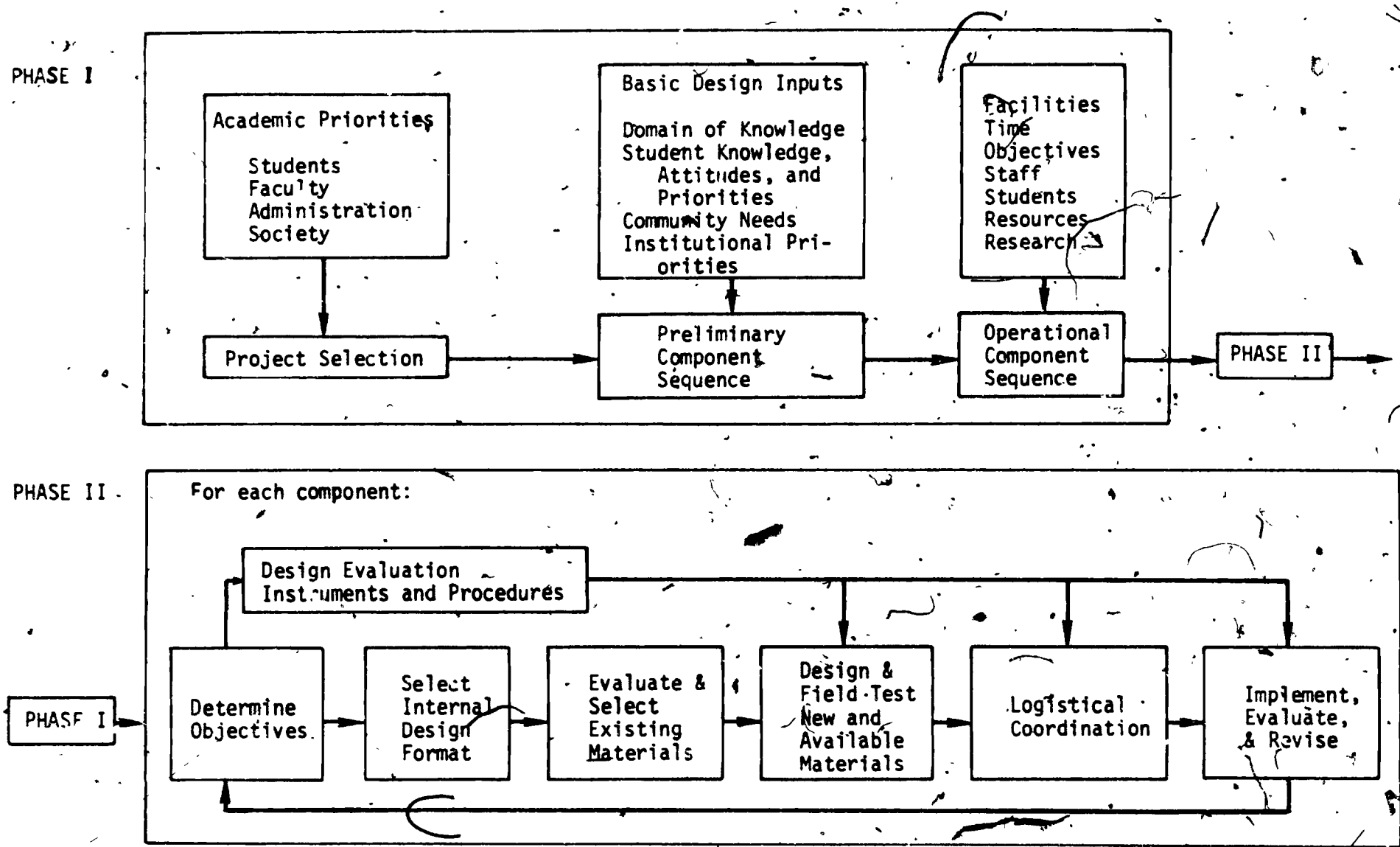
Although the diagram is generally self-explanatory, several elements need emphasis.

1. Project Selection (see diagram, PHASE I)

To produce maximum impact from existing resources, it is CID policy to support major projects rather than a wide variety of smaller ones. Projects range from developing the curriculum of an entire school or college to the redesign of a complete course. Projects are selected on the basis of a variety of criteria, including specific needs and problems identified by faculty, students, and administrators, with emphasis on redesign of the large enrollment lower division courses.

To provide project stability, an effort is made to include as many faculty members as possible in the development process and to begin with the first course in an instructional sequence. When several alternative projects are requested by a college, school or

PROCESS FOR INSTRUCTIONAL DEVELOPMENT



Center for Instructional Development
Syracuse University
R.M. Diamond 9/11/73

department, an order of priority is established by the academic dean, department chairman, and curriculum committee in consultation with the Center.

2. Preliminary Component Sequence

This step creates an "idealized" version of what the course or curriculum should be. In diagramatic form, the preliminary component sequence identifies basic content areas; their interrelationship; when the sequence is required and when it is not; and where there should be options, tracks, remediation, and exemptions. To the development team of faculty and Center staff, this diagram represents the best possible program. The design, then, evolves from a careful analysis of 1) the domain of knowledge in the discipline, 2) the knowledge, attitudes, and priorities of the students who will enroll in the course, 3) community needs (particularly if the program is job-oriented), and 4) the priorities of the institution and the specific academic department and schools.

3. Operational Component Sequence

The preliminary component sequence represents the "ideal" program; the operational component sequence represents that ideal modified by consideration of various realities. Existing facilities, staff, resources, the time available for both development and instruction, a study of related research, the type of objectives anticipated, and the number and type of students must all be carefully considered. Appropriate changes are then made in the design, moving it to a more realistic component in program outline. What develops here is, in effect, a diagram of what the actual program will most probably look like. As in the case of most models,

the line between steps is often blurred because the design team may, when appropriate, be looking ahead to the next step. For example, if the number of available faculty is limited, we can expect the total number of concurrent seminars shown in the idealized sequence to be fewer than if the staff were substantially larger.

4. Component Production (see diagram, PHASE II)

In all instances, the instructional approach or combination of approaches that will be most flexible, least expensive, and most effective in meeting stated needs is selected. Structured independent study is usually emphasized in order to free faculty for more direct contact with students. Frequently, branching programmed booklets used alone or in conjunction with other media, as well as tape-slide sequences, replace the traditional lecture format. To permit maximum flexibility in use, most instructional modules are designed to be self-contained. Commercial materials are used whenever they meet instructional needs. Extensive independent learning facilities, which are available in the Center's Independent Learning Laboratory and in the University library, provide excellent capabilities to support this approach.

Many projects are initially field tested in a pilot program which covers only a segment of the entire course, usually two to four weeks. These pilot projects generally involve from 100 to 150 students and are designed to test the instructional format, to evaluate prototype materials, and to identify logistical constraints. The pilot project also allows the development personnel and instructional faculty to develop an effective working partnership.

The time required to design and implement a project varies a great deal depending on the scope of the project, the available resources, and the necessity for producing materials locally. Experience indicates

that a year to a year-and-a-half is required before an entire course can be offered in its new format to a limited number of students. Pilot projects have, however, been operational in a six-month period, particularly in instances where the Center could provide funds to support faculty for program development during the summer.

Course Selection for Project Advance

By 1973 several courses had proceeded through the development process and were currently being offered at the University. In all instances they had undergone extensive evaluation and, when needed, revision. After long discussions with the appropriate academic departments, five courses were selected for possible inclusion in Project Advance. These included Freshman English, Introductory Psychology, The Study of Religion (Human Values), Mass Communications, and Perspectives on Drugs. A description of four of these courses--the Mass Communications course was dropped from the Project after one year when a major revision of the campus program was begun--will be found on pages 21, 24, 26, and 28.

It was decided that, in addition to the criteria listed on page 4, five additional elements would be required before a course would be accepted for use in Project Advance: there would have to be. . .

1. A written evaluation of testing and instructional materials used in the course.
    a. Multiple content tests with public criteria.
    b. Content tests that have been field tested and evaluated.
2. Instructional materials available for use in the schools and which have been, at the minimum, pilot tested.
3. A Student Manual.

4. An Instructor's manual (with a rationale for the course) that would cover, if not the entire course, at least those parts of the course not specified in the student manual.

5. Approval by the appropriate academic department and dean to participate in Project Advance.

Besides meeting the criteria mentioned earlier, Project Advance courses also had to satisfy the same criteria that CID used for its project selection, e.g., needs, stability of faculty, potential impact, and consensus on course design.

Public School Coordination

Once the general design of Project Advance was formulated, a meeting was held with school representatives December 19, 1972, to discuss the concept of the project and to receive their reactions and suggestions. A draft which was distributed at this meeting included a rationale for the project, criteria for course selection; a list of potential courses, the future steps that needed to be taken, and the questions that would have to be answered. These included the following:

1. Administrative procedures--application, selection and implementation.
2. Financial support--How can a payment procedure be established that will not discriminate against the qualified student whose parents cannot afford the regular university tuition fee?
3. The establishment of an advisory and coordinating committee.
4. The establishment of fiscal and administrative relationships with involved high school faculty.
5. The design and implementation of a specialized training program for cooperating high school faculty (credit vs non-credit, etc.).

The following people participated in this and other meetings that were to follow:*

East Syracuse-Minoa School District

Dr. Fritz Hess, Superintendent
Mr. John-Vona, Principal

Jamesville-Dewitt School District

Dr. Rodney E. Wells, Superintendent
Mr. Richard McGee, Principal

Fayetteville-Manlius School District

Mr. Edward Pasto, Assistant Superintendent
Mr. David C. Darsee, Principal

Lewiston-Porter School District

Mr. Ted Wodzinski, Principal
Mr. Donald Yates, Assistant Principal

Syracuse School District

Dr. John Gunning, Superintendent
Mr. James Zatlukal, Director, Secondary Education
Mr. Patrick Spadafora, Principal, Henninger
Mr. Ernest Rookey, Principal, Nottingham
Mr. Robert Capone, Principal, Central Tech.

A subcommittee of this group, consisting of Dr. Hess, Dr. Wells, and Mr. Spadafora, met with Center personnel to answer questions that had been raised and to continue project development. During this period, the superintendents suggested that Dr. Thomas Sheldon, Deputy Commissioner for Elementary, Secondary, and Continuing Education, New York State Education Department, be contacted to get possible support from his agency.

The subcommittee established two guidelines relating to budget, and these were later approved by the entire group:

*Although most of the districts were from the Syracuse area, there was one exception, the Lewiston-Porter district in the Youngstown suburb of Buffalo. This district's participation, which was to provide invaluable data on the problems that could be anticipated when the project expanded, was due to action taken by Bryan Keenan, a graduate of that district and a Syracuse University student, who heard about the potential project while in the Center for Instructional Development and who then, on his own, contacted the district and interested it in the project.

1. The courses would be offered as part of the regular academic program of the high school and would generate both high school and university credit. (This approach appears to eliminate legal problems and permits high school teachers to be involved as part of their regular assignment.) Because the courses are part of the regular high school program, the problems of individual tuition and the ability to pay as a prerequisite are also eliminated.

2. All operating costs were to be covered, but the program was not seen as an income-producing source for the university. Therefore, it was anticipated that once faculty training was complete and once a course had gone through one or two sequences, the operating and overhead cost to the district would be modest.

In addition, a preliminary budget for the project was drawn up and a course interest survey (see page 18) was distributed to the districts.

Budget

By early February the tentative university overhead budget appeared as follows:

1.	Course level or operative evaluation	$9,400.
2.	Faculty assistance and program coordination	6,700.
3.	Registrar and admissions	2,500.
4.	Administration (phone, secretarial)	2,000.
5.	Travel (faculty)	800.
		$21,400.

At this time, four alternative payment structures were explored:

Plan A - $\frac{\text{Cost}}{\text{No. of Districts}}$ = Cost per district

Plan B - $\frac{\text{Cost}}{\text{Total No. of Sections Offered}}$ = Cost per course section

Plan C - $2,500 per district* plus $10 per student per course (3 to 6 credits) [break-even point--640 students]

Plan D - $2,000 per district* plus $400 per course section [break-even point--24 sections]

*based on six (6) districts participating

COURSE INTEREST SURVEY (Return by January 17th)

District _____ Contact Person

Name _____

Position _____

Address _____

_____

Phone _____

Our district is interested in offering the following university courses in the fall of 1973. (Note: this is not a commitment but solely an indication of interest.)

Course (per outline)	(Please circle) 1 - highly interested 2 - some interest 3 - no interest	Sections or Schools	Enrollment by school (estimated)	Possible Teacher(s) to be involved
Communications (Journalism)	1 2 3			
Drugs	1 2 3			
English	1 2 3			
Psychology	1 2 3			
Religion	1 2 3			

Mail to: Dr. Robert M. Diamond
Assistant Vice Chancellor
Center for Instructional Development
Syracuse University
115 College Place
Syracuse, New York 13210

The school superintendents concluded that Plan B, with costs being figured on a per section basis, would be most realistic and easiest to manage.

At the same time a cost structure was being formulated for the required summer teacher-training session. Since, according to the course interest survey, some courses appeared to have greater school participation than others, the cost per section for the teacher-training varied considerably. The range was even greater when the costs of the summer workshops were determined, since the training required for English, the most wanted course, was far less than that for many of the others (see Section Requested, p. 20).

Fortunately, this element of the budget planning proved academic when a grant ~~for $25~~,800 was received from the New York State Education Department supporting the summer training program.

Summer Training Program

In preparation for the initial introduction of the courses in the high schools, summer training sessions were held in each of the five content areas to prepare secondary teachers to teach the college level courses. Each training session was taught by the instructor or instructors who were responsible for the course at the University. Each session also offered participants an opportunity to earn college credit. The sessions were designed to familiarize the high school teachers with the rationale and content of the new courses, the instructional techniques, and the individualized materials, and offer opportunities for exploring methods of adapting them to high school use if changes seemed necessary. A list of participating teachers will be found in the Appendix.

English 101

The English Workshop (Education 760, for which participants earned two

SECTIONS REQUESTED (BY COURSE AND DISTRICT)
(as of 2/8/73)

Course	East Syracuse-Minoa	Fayetteville-Manlius	Jamesville-Dewitt	Lewiston-Porter	Syracuse City	North Syracuse	Total Sections by course	Teacher Training Cost per section
Communications	1	0	0	1	4	0	6	$ 667
Drugs	1	0	0	1	0	0	2	1,250
English	2	0	1	3	4	2	12	167
Psychology	1	2	2	2	4	2	13	115
Religion	0	0	1	1	0	0	2	1,500
Sections by District	5	2	4	8	12	4	35	

Course Description for

ENGLISH

Syracuse University PROJECT ADVANCE

The English Department at Syracuse University, in conjunction with the University's Center for Instructional Development, has engaged in an extensive redesign of the freshman English program. The course has been taught on campus for the past three years and, recently, has been successfully field tested in selected high schools in New York State. The course is designed to meet specific individual needs while permitting the student to complete his entire college freshman English requirement. The information that follows is intended to give students, teachers, parents, guidance staff, and school administrators a general preview of the course. Give careful attention to requirements at the various levels.

Objectives: Upon successful completion of this course, you will be able to write a paper that, in the judgment of your instructor, demonstrates competency in writing and in understanding specified formal elements of literature.

The course has been designed, first, to evaluate your grammatical and composition skills in order to place you in the correct track according to your present writing ability and, second, to move you as rapidly as possible up to and through the literature and independent writing units.

The course is divided into three levels or tracks The diagnostic test which you take during your first class session helps to determine your level assignment in this freshman English course. You will be advised of that assignment as soon as test results are available. Briefly, the three levels are as follows:

Level I: Basic Skills Track (no credit)

This track consists of a combination of independent learning units and consultations designed to correct your specific writing errors within four general skill areas: sentences, punctuation, agreement, and usage. You will be assigned to one or more of these units according to your own deficiencies. Your work at this level will consist of independent study assignments combined with consultation sessions carefully coordinated with your needs. Tests will be available on a regular basis to allow you to prove your mastery of the basic skills and to move up to Level II as soon as possible.

Your success in Level I and your success at the higher levels of this course depend on the amount of effort you are willing to put forth. If you are assigned to Level I, you should almost certainly proceed to Level II before the middle of the semester. However, there is ample opportunity for you, with concentrated effort, to move up within the first few weeks.

Level II: Essay Writing Track (1 credit)

This track combines writing classes and assignments to help you achieve the level of writing proficiency required for your work at Level III. Regularly repeated evaluation will permit you to move to Level III as soon as you demonstrate competency in composition skills. You will earn one credit by successfully completing Level II. With your instructor's permission, you may take one minicourse for one additional credit while you are working at this level. This credit will not be recorded, however, until you have successfully completed the essay unit and the required literature tests. While some students may take longer than others to reach an acceptable level of writing ability, you should be able to leave Level II and move to Level III in a relatively short time if you pay close attention to your instructor's critical comments and work toward eliminating your writing deficiencies. His suggestions will prove most valuable to you if you regard them as an aid in identifying the composition skills you need to correct in order to achieve an acceptable level of writing.

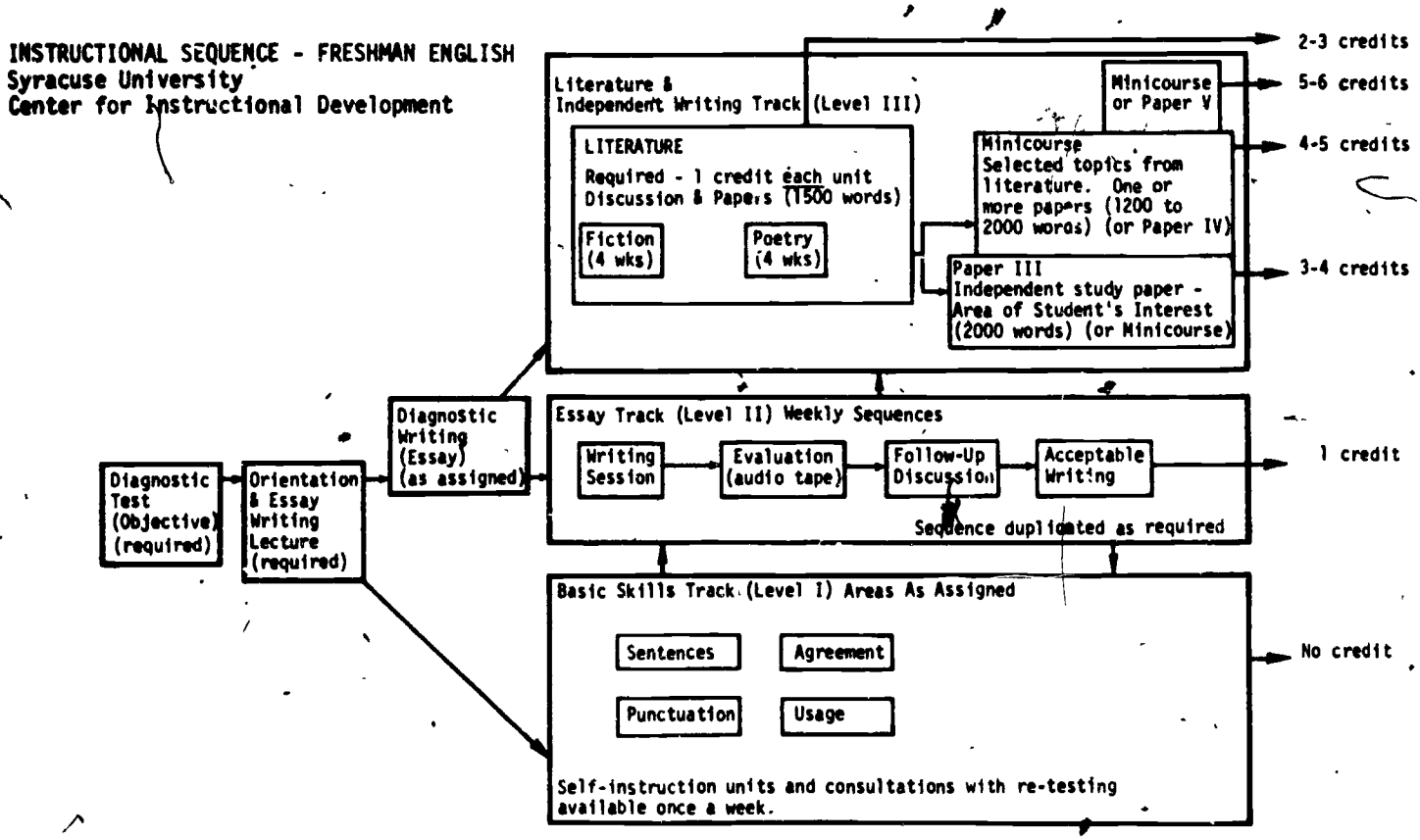
Level III: Literature and Independent Writing Track (2-6 credits)

This track consists of two required formal literature units (Literature-Fiction and Literature-Poetry) plus a selection of optional minicourses and independent study units, each of which requires you to write a paper. You will be awarded credit in the fiction and poetry units when your assigned papers demonstrate your ability to identify the formal elements of the short story and the poetry being considered and to relate them to a deepened and widened response in your own reading experience. Each of the units includes several weeks of classes and conferences with the instructor, and requires one or more acceptable papers, totaling 1500 words. Tests and quizzes are at the option of the instructor.

Independent study is one of two optional units in the course and offers you one credit for each acceptably written paper (up to two). It provides you with an opportunity to investigate and write a paper on a topic that you select yourself with the guidance of your instructor. The independent study unit is available to Level III students only, although you may work on a project at the same time you are enrolled in either one of the two literature units or in a minicourse. You may complete a maximum of two independent study projects, each of which will be graded separately, for a maximum of two credits. You may not, of course, earn more than six credits for the entire course.

In order to receive credit for your independent study project, you must write a 2,000-word paper that is judged satisfactory by an instructor in this course who is familiar with your writing capabilities.

Minicourses allow you to select special areas of literature for concentrated study. You will earn one credit for a minicourse when your completed assignments, test results, and class participation meet the objectives and criteria set forth by the instructor. Your written work, of course, must demonstrate continued mastery of the writing skills required for credit in Level II.



Based on diagnostic tests, students are placed in one of three instructional levels. Level I students are assigned to specific remedial areas according to need and may move up to Level II as soon as they can pass the criteria tests. Level II requires two passing papers before a student may move to Level III. In Level III students are required to take two four-week segments on Fiction and Poetry and may select from a series of minicourses or write a paper from an area of interest for additional credit. The required segments are repeated throughout the semester for the convenience of students moving into Level III during the year.

credits for successful completion) ran for five days, from July 9 to July 13, under the direction of Dr. Randall Brune, Professor of English and Director of Lower Division English Studies at the University. Fourteen teachers representing eight high schools attended the one-week session. An additional follow-up seminar was held in the fall to allow teachers to compare notes and to make recommendations for change.

Since the teachers were already proficient in the content components of the course (grammar, composition, and literature), the workshop emphasized logistics, materials, testing, and technical facilities with which they needed to become familiar. The course (see page 21) utilizes diagnostic testing to determine students' proficiencies and then places them in one of three tracks for concentrated study. Programmed materials are used for independent study of grammar; and audio tape recordings are used to critique written work. The teachers were introduced to these materials and to facilities in both the Independent Learning Laboratory and Bird Library by proceeding through the various required assignments as though they were actually enrolled in the program.

The course itself allows students to be exempt from various units based on evidence of their mastery of the material, but to acquaint the teachers with all aspects of the course, they were required to complete the basic units on a random sampling basis. They studied programmed material dealing with such subjects as run-on sentences, capitalization, parallel construction, and usage. They also wrote an argumentative essay following the Baker formula, which is required for composition-writing in the course; and they made tape recordings to critique written work, just as they would do when they would teach the course in the fall. In addition, they explored ways of presenting the required literature units and heard a detailed evaluation of various aspects of the Syracuse

University freshman English program. During the final session, they were required to present orally, to their fellow participants, their own analysis, criticism, and suggestions for possible adaptation of the program in their high schools. Their final assignment, due one week after the workshop ended, was to write a ten-to-fifteen page paper in which they would diagnose the problems of the English program at their own school, criticize the Syracuse program, and propose a detailed adaptation that would be suitable for use with their students.

Psychology 205

The Psychology workshop (Education 760, for which participants earned three credits for successful completion) ran fifteen days, from July 16 to August 3, under the direction of Dr. James R. Sutterer, Associate Professor of Psychology. Since the workshop participants were not experienced in teaching psychology, great emphasis was placed on the academic content of the course which offers study options but focuses chiefly on mastery of basic material (i.e., the Keller plan) and includes a contract approach for determining grades.

Most of the workshop time was spent proceeding carefully through each module -- reading, studying, discussing content, questioning rationale, anticipating problems, and determining solutions. The three weeks of summer study were, in effect, a compressed one-semester course in the Psychological Foundations of Human Behavior.

Fourteen teachers representing eight high schools attended the workshop. The three other workshops, all with fewer participants, also placed strong emphasis on content because teachers were not, for the most part, experienced in the particular academic area.

Course Description

for

PSYCHOLOGY

(Syracuse University Project Advance)

Psychology 205 is the introductory psychology course at Syracuse University. Dr. James R. Sutterer, Associate Professor of Psychology, in conjunction with other members of the Psychology Department faculty and the Center for Instructional Development at the University, has engaged in the development of the course over the last three years as part of a major effort to provide an alternative and, hopefully, better method of instruction.

The course is designed as a one-semester offering in which you may earn three credit hours. The course has been taught on campus and in seventeen high schools in New York State. The course content has been selected to cover some of the basic areas of psychological study, areas which will be a foundation on which you may wish to build later by taking other offerings in psychology. There are also options which enable you to go into some depth in those areas which are of interest to you.

Course Content: The scientific method of studying behavior and how the method works in practice make up the major thrust of the course. The modules used in the current course are indicated in the flow chart. A description of the second module may be representative of the content of the course.

> The purpose of this module is to provide you with an understanding of how experimental psychologists have investigated learning phenomena. This module is in two parts: the text portion and the programmed portion. After having read the text and the sequences, you should be able to answer the questions on this module in your study guide.
>
> Upon completion of the module, you should be able to 1) define learning and related terms; 2) discuss learning as an intervening variable and as an adaptive process; 3) describe classical (Pavlovian) conditioning and its role in the development of attachment between a mother and her offspring, phobias, and psychosomatic disorders; 4) describe operant conditioning in terms of defined concepts such as operant level, reinforcement, and the empirical law of effect; and 5) discuss the role of attention as a reinforcer.
>
> The study of learning will introduce you to the concept of the scientific study of learning itself in addition to relating "learning" to other topics in psychology, such as personality. Examples of experimental procedures which use empirically based learning phenomena to investigate other research questions, such memory, will be used to establish these relationships.
>
> As in each required module, you will be tested on the Learning module by an objective (multiple choice) exam given in class. If you do not pass the test, there is no grade penalty and you will be able to take make-up exams when you feel ready. You should, however, ask for help from a proctor or instructor if you believe that to be more beneficial than re-reading the material. The make-up exams will be administered by a proctor or instructor in a tutorial situation, and as with the in-class exam, there will be no grade penalty for failure.

Course Design: The course material is divided into modules which cover specific topics. In contrast to traditional courses which use one textbook, the modules in this course comprise a variety of materials which have been selected from several sources. You may move through these materials, from start to finish, at your own pace with a minimal amount of work required by certain deadlines. You will not be held back by other students or forced to go ahead before you are ready to the degree this fits with deadlines established by your instructor. Your final grade in the course will be determined by the amount of work you successfully complete. In most courses, your final grade is determined by averaging your level of performance on a number of tests or papers during the semester. However, in this course you are expected to learn small units of material until you can perform "A" work. Your final grade will be determined by how

many units you complete, at the mastery level during the semester.

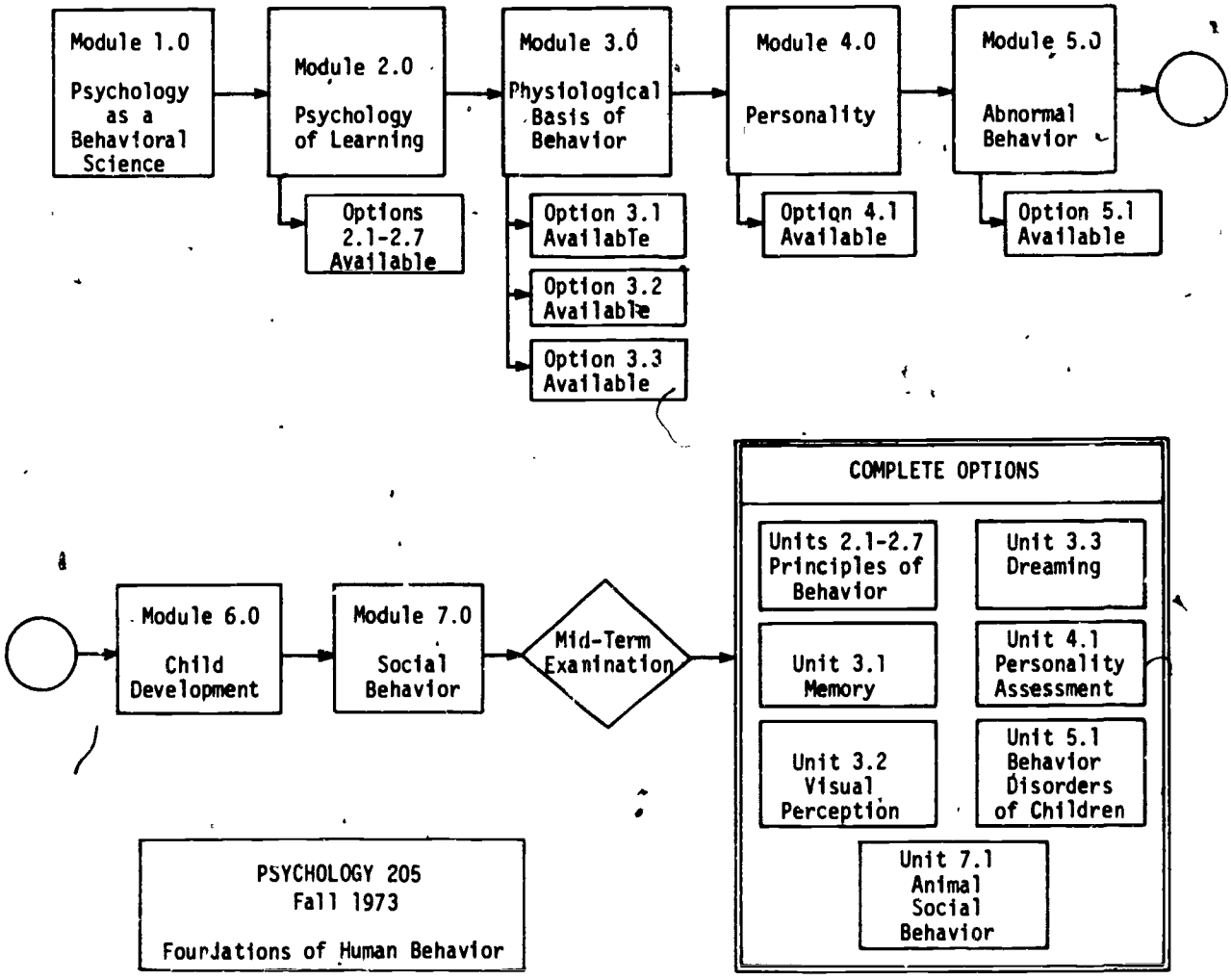
You should be able to complete the basic modules during the first half of the semester. You may take longer if you re-take exams several times. Failure to pass a test on the first or subsequent tries will not be held against you. In determining your grade, only those tests which you have successfully completed, no matter how many attempts you made, will count toward the final grade. If you were to complete every module available and make a perfect score on the mid-term examination, you would accumulate approximately 450 points. From this total, the following grade requirements have been established.

A.....300 points or more
B.....250 points
C.....200 points
D.....150 points*
F .....less than 150* points

* If you earn less than a "C", you may ask your instructor to drop you from the University roster since such grades are not transferable.

The information and concepts on which the tests are based are included in media and books used in the course. Your instructor will provide lectures, demonstrations, and discussion opportunities for you and will help you review materials with which you have difficulty.

The following flow chart indicates the sequence of modules and the options available in 1974-75. There will be minor modifications for the 1976-77 academic year.



Communications 207

The Communications Workshop (Education 760, for which participants earned three credits) ran fifteen days, from July 9 to 27, under the direction of Jay B. Wright, Lecturer in Syracuse's Newhouse School of Public Communications. Three participants from three high schools attended the workshop. The course, titled Communications and Society, surveys the mass media and studies their impact on society. Concern was with the entire communications process, and materials included textbooks, periodicals, reference works, manuals, programmed booklets, audio tapes, and films.

Initially it had been hoped that high school teachers who would be involved with the course would have had at least an undergraduate degree in journalism plus related professional experience. Since this did not prove to be the case, the three-week summer workshop was devoted to introducing teachers to the content of the course through a condensation of the full semester's material.

They read, studied, discussed, and questioned course materials, anticipated problems and proposed solutions -- all to familiarize themselves with the many and varied aspects of the course in preparation for teaching it themselves.

Social Work 250

The Drugs in Perspective Workshop (also Education 760, for which participants earned three credits) ran twenty days, July 9 to August 3, under the supervision of Professor Walter M. Higley, III of the School of Social Work. Three participants representing two high schools attended the workshop. The course is designed to provide students with a broad, objective knowledge base of the use of drugs in contemporary society. It also is designed to provide students with an opportunity to explore their own attitudes and the attitudes

COURSE DESCRIPTION FOR

perspectives on DRUGS

SYRACUSE UNIVERSITY - PROJECT ADVANCE

As students, faculty, and administrators, we have been concerned that many of the sttempts to provide drug education have treated a very complex area superficially and have often promoted s grest deal of confusion. In addition, past programs, including local, state, and federal, have been guilty of providing inaccurate information and promoting myths about drug use.

"Perspectives on Drugs" is designed to provide the student with s broad, objective knowledge base in the area of drugs and their use in contemporary society, with emphasis on encouraging students to examine their own sttitudes as well as the attitudes of others in relation to drugs. The course is divided into the following modules: City of Perspective: A Simulation (the class attempts to define the Drug Problem), Psycho-Pharmacological Aspects of Drugs, Drugs and the Law, and Major Treatment Approaches.

Description of Modules:

■ CITY OF PERSPECTIVE: A SIMULATION

A simulation is an exercise in which reality is portrayed in miniature. In this exercise students will be assigned a role as a member of this community. In playing their roles they will be involved in a community effort to deal with the drug problem.

A simulation offers a unique learning experience. Students' personal involvement in the decision-making process insures greater receptivity to the ideas and concepts which will be discussed. Furthermore, students will have the opportunity to make decisions in an environment in which they will not be penalized for erroneous conclusions (unlike the real world.).

■ PSYCHO-PHARMACOLOGICAL ASPECTS OF DRUGS

In this module the emphasis is on the student's learning to discriminate between various drugs and their categorical references, the contemporary terms which describe them, and the effects which various drugs may have on individuals. Selected drugs are examined in terms of their histories, their uses and abuses.

■ DRUGS AND THE LAW

This module provides information needed for an understanding of drugs and the law, including a historical perspective of drug laws; examples of federal, state, and local laws; the level and responsibilities of drug enforcement agencies; the rights of individuals if arrested; and the penalties and variables affecting the penalties.

■ MAJOR TREATMENT APPROACHES

This module is designed to give the student a knowledge of the main characteristics of drug education, counseling, and rehabilitation programs. Once the main characteristics have been examined, the student will obtain knowledge related to specific drug programs.

"Perspectives on Drugs" utilizes various educational techniques, including role playing, self-instructional booklets, slide-tape presentations, and simulation exercises while allowing students to move at their own pace.

The course, which is open to all students (freshmen through graduate students), is part of a total drug education project utilizing community and University resources. This interdisciplimary course has been developed by the School of Social Work in conjunction with the Center for Instructional Development.

You may earn 3 or more credits for the course, with three credits for the basic course. In addition to the basic course, you may have the option of working in three-credit independent study related to the course or to take 1 to 3 one-credit interdiciplinary minicourses being offered. Minicourse topics offered in previous semesters include the following:

American Indians and Drugs
Criminal Justice and Drugs
International Relations and Drugs
The Police
Mass Media and Drugs
Business, Industry and Drugs
Drugs as Agents of Control
Religion and Drugs
The Black Community and Drugs
The Elderly and Drugs
A Perspective: Rock Music, Changing Values and the Movement

If you have further questions concerning this course, please contact:

Walter M. Higley, II
Associate Professor
Director
Drug Education Project
926 South Crouse Ave.
Syracuse, New York 13210

Phone: (315) 423-3941

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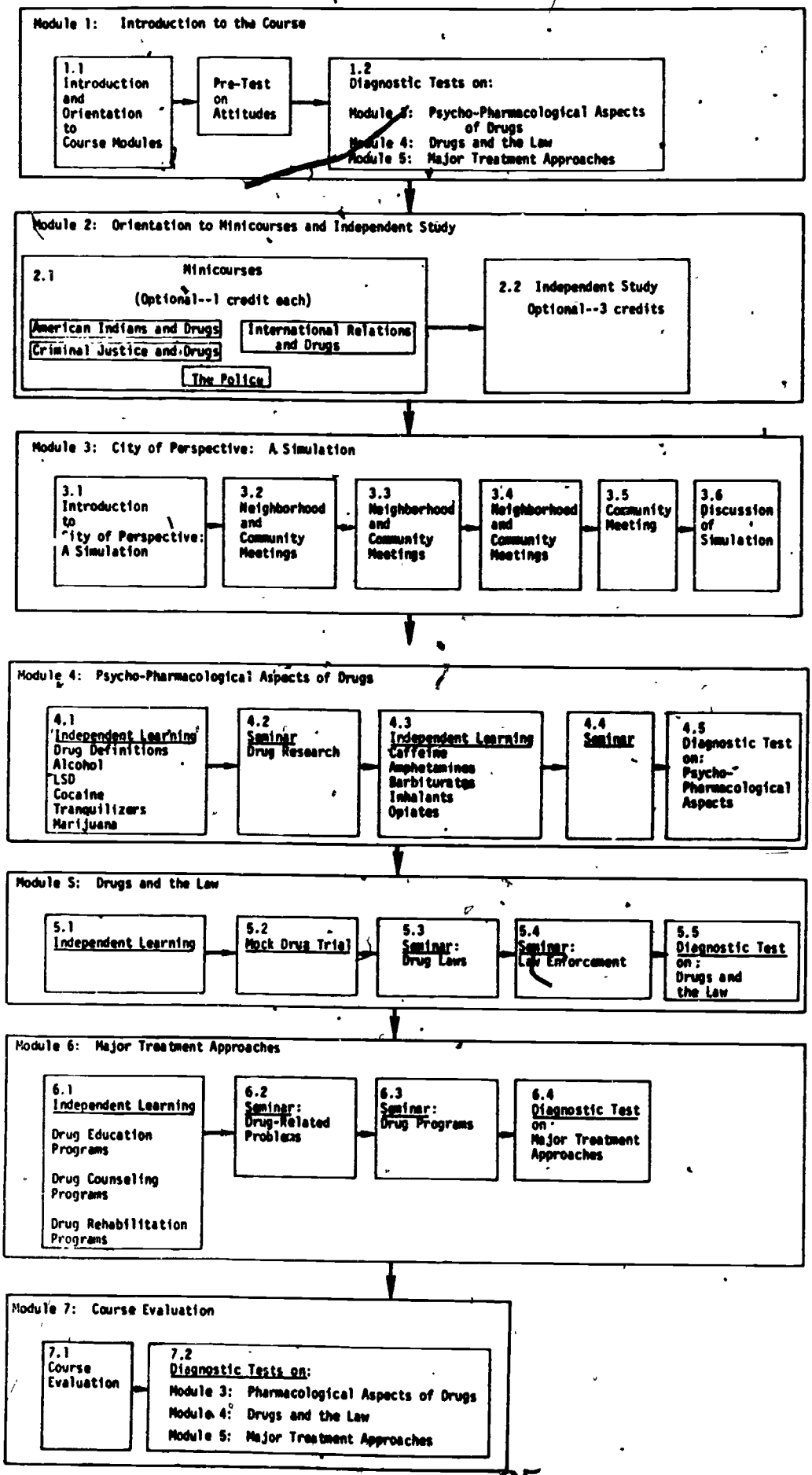
INSTRUCTIONAL SEQUENCE DIAGRAM



of others toward drugs. In addition, several options are included for specialized, in-depth study according to divergent student interests and varying local resources.

As in the case of Psychology and Communications, the high school teachers did not have a great deal of expertise in many of the content areas of the course. As a result, most of the four weeks of the workshop were devoted to presenting the academic materials for study, discussion, reaction, and response. The small group of teachers literally took the course as students, utilizing the textbooks, manuals, and programmed materials as their students would when the course would be offered in their own high school.

Religion 105 (Human Values)

The Human Values Workshop (also Education 760, for which participants earned three credits) ran sixteen days, from June 25 to July 17, under the direction of Dr. Ronald Cavanagh, Associate Professor of Religion, now Chairman of the Department. The course, as taught on the university campus, introduces the student to the "how" of the study of religion through a brief and basic required sequence which is followed by a wide variety of options that must be selected within certain prescribed areas.

Again, as in the three previously mentioned courses, the high school teachers lacked the subject expertise* necessary to manage the option instruction successfully. (The brief introductory sequences combined programmed materials with follow-up seminars.) As a result, most of the workshop time was spent in preparing participants to teach the options in the three separate content areas which have to be taken to fulfill the course requirements.

*Two of the high school teachers were from Social Studies, one from Biology, and another from English.

Course Description for

Human Values

Syracuse University PROJECT ADVANCE

Human Values is the Introduction to the Study of Religion course now being offered to over 400 students each semester on the Syracuse University campus. This course, developed jointly by the Department of Religion and the Center for Instructional Development, has been field tested for the past three years and represents a major departure from traditional introductory religion courses. Instead of comparing specific religions (e.g., Catholicism, Judaism, Buddhism), the course provides the student with a broad perception of religion as a field of study. The student, moreover, is offered a series of options which allows him to select the subject matter of greatest interest to him.

The school district may offer Human Values as a three-credit course or as a three-to-six-credit course. At the same time, the participating high school teacher may select (within certain guidelines) the specific options that he will teach in his particular high school section.

Course Content and Design

Although the design of the course may vary from school to school, certain elements will be consistent. All students are required to complete a short, two-to-three-week introductory unit which combines independent learning assignments (programed booklets) and seminars. The topics covered include the development of a working definition of the term religion (a definition that will be used in the course) and both a discussion of religion as a field of study and an examination of the criteria for using specific data in this study. Students are required to pass a criterion test before moving out of this unit.

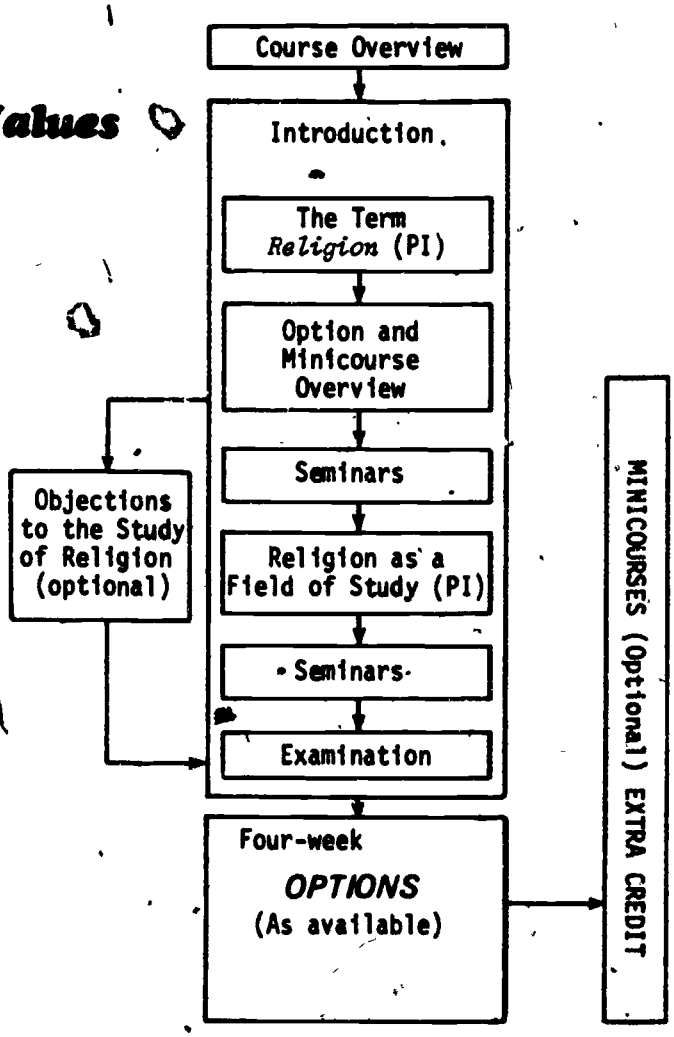
The remaining portion of the course is divided into three broad areas--Forms of Religious Expression (the ways in which people attempt to communicate their religious experiences), Forms of Religious Issues (the questions and concerns that grow out of these experiences), and Methodology or the methods that can be used to investigate and interpret religious data. Students are required to study at least one of the options available under each of these categories (see diagram).

While as many as five options are available in a category, the cooperating teacher may limit his students' choice to those options which reflect his own content area, strengths, and interests. Some options rely heavily on class discussion and individual conferences with the students; others emphasize independent study.

Instructional Manuals

A combined student manual and book of readings, containing the two programed booklets and essays on all the options, is required of all students. Additional books and audio tapes the student will need depend upon the particular combination of options the teacher wishes to offer.

Human Values



OPTIONS

Three options are required, one from each area.
Each additional option is worth one additional credit.

Area I Forms of Religious Expression	Area II Forms of Religious Issues	Area III Methodologies
Myth	Paths of Salvation	Historical
Belief	Death and Eschatology	Psychological
Ritual	Evil and Suffering	Philosophical
Sacred Text	Sacred and Secular	Comparative/ Structural
Community Structure	God and Reason	Sociological
	Religious Experience of the Oppressed	

No high school was allowed to offer the course until its teacher or teachers were certified by University faculty to teach one option in each of the areas.

The workshop was held in 1973, but this course was not offered until the fall of 1974. During the interval the workshop participants continued their reading, study, and discourse with university faculty in the Department of Religion throughout the following year, in preparation for becoming certified to teach the course.

Evaluation

Two levels of evaluation were carried during the first year of Project Advance. First, formative, or ongoing, evaluation directed by Dr. Edward Kelly, Associate Director for Evaluation and Research in the Center for Instructional Development, with the assistance of a graduate student, Ms. Anne Hubbard. Their task was three fold: (1) to provide all necessary assistance with diagnostic and criterion testing, (2) to track the progress of students, and (3) to assess attitudes of students, teachers, and administrators toward the content and techniques of the course.

In addition, an outside evaluator was engaged, with support again from the New York State Education Department, to conduct a summative evaluation of Project Advance. Dr. Henry Slotnick served this role. He was assisted by Mr. David Chapman, who completed interviews with members of the three groups responsible for Project Advance:

1. The Syracuse University administrative group which includes Vice Chancellor for Academic Affairs John Prucha and Assistant Vice Chancellor for Instructional Development Robert Diamond;
2. The Syracuse University group (which includes faculty and developers) responsible for the planning and management of the courses; and

3. Superintendents of district schools which are participating in the program.

Each individual interviewed was asked to specify the criteria he considered to be indicators of the success of the project; these criteria, plus additional indicators, provided the basis for the summative evaluation. Additional indicators were the opinions and advice of persons associated with the project; these included Mrs. Elsie Finkelstein of the State Education Department and Dr. Ollie Gardner of the Jamesville-Dewitt School district.

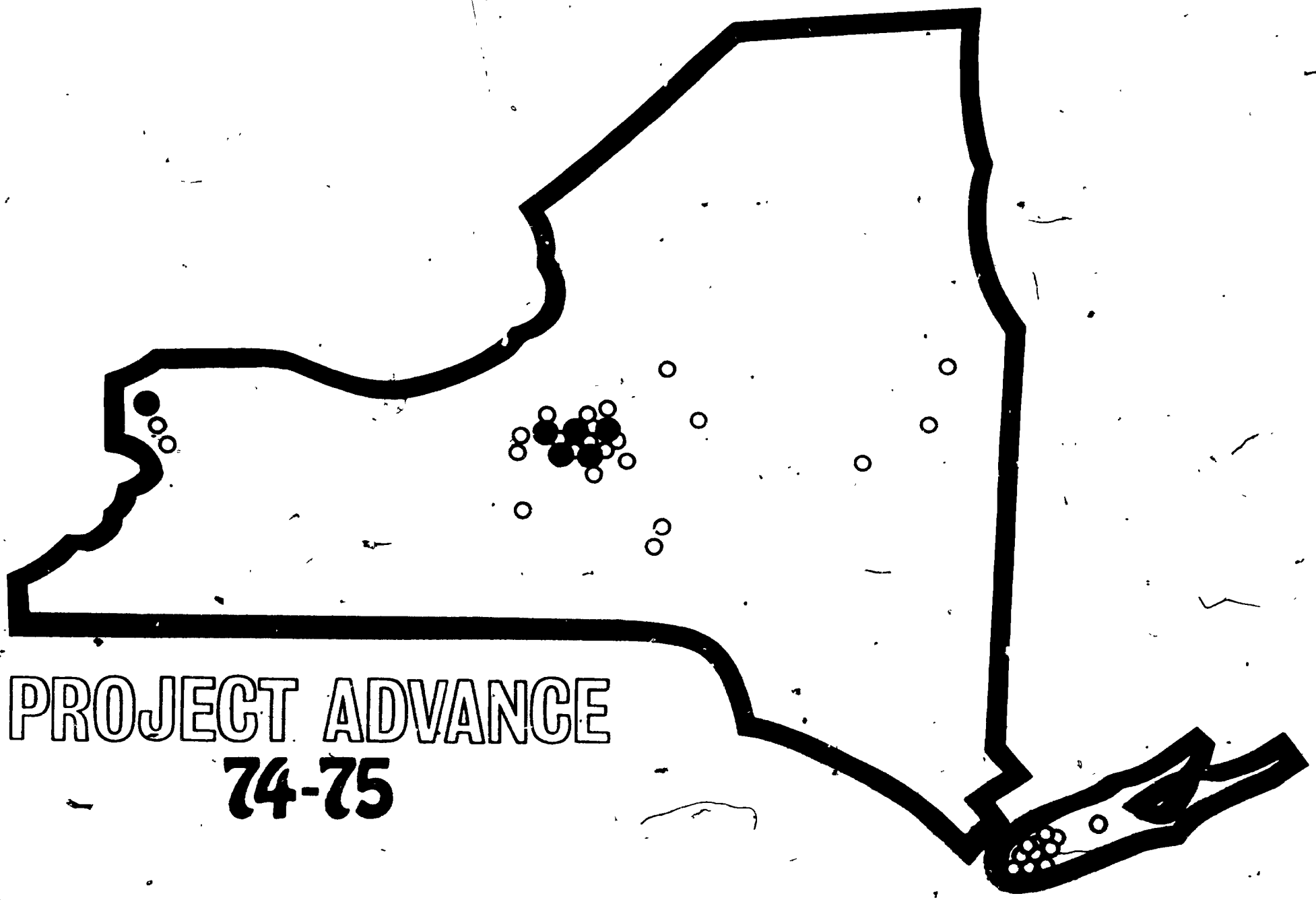
Results of all of these interviews were reviewed and collated to produce a unified description of the summative evaluation needs for the project. Based on this information, an evaluation design appropriate to the project was proposed and circulated to all key persons of Project Advance with a request for their comments and criticisms. Based on these responses, a formal evaluation plan was produced.

Having received inquiries from school districts across New York State, CID, by the end of the pilot year of the program, made plans to expand it. By the fall of 1974 more than 40 school districts in the state's major urban areas were participating in Project Advance (see Project Advance Map #1) making it the largest program of its type in the nation with more than 2,000 high school students registered for course work for the 1974-75 academic year.

Over 100 teachers received training in July 1974 on the SU campus for the Project's second year. SU faculty and project Administrators also conducted sessions the first week in June for an additional 80 teachers from the Long Island area at the Nassau County Board of Cooperative Educational Services.

For the 1974-75 academic year, Project Advance offered a new Human Values course and several experimental sections on Brass Methods. Calculus and Sociology are expected to be added to the program for the 1975-76 academic year,

MAP #1



PROJECT ADVANCE

74-75

assuming the program continues to meet with the satisfaction of both the high schools and the campus. The program is also expected to continue expanding to other school districts.

The rest of this report consists of retrospective insight on the evaluation of the first year of Project Advance and an overview of Research Report #4*, the final evaluation report of 1973-74.

The evaluation of the first year of the project was an effort to combine a theoretical framework with the practical information needs of the project. To facilitate the evaluation activities, a distinction was initially drawn between the formative and the summative roles. Formative evaluation is undertaken while a program or course is in progress, and provides information for course improvement. Summative evaluation refers to the final evaluation of a program or course and provides information for course adoption.

Summative Evaluation

The summative evaluation emphasized two things: first, studies of the equivalence of student performance between students in Project Advance and students at Syracuse University taking the same courses, and second, a study of the priorities of various groups involved with the Project.

Equivalency

A central claim of Project Advance is equivalency: the courses offered to high school students are expected to be comparable in important respects to those same courses offered at Syracuse University. When a course continues to be taught by a college faculty member and only the location and/or audience varies, questions of comparability are often minimal. However, when the teaching respons-

*This report (Slotnik, Chapman, and Holloway. Project Advance Evaluation, Series A, 1973-74, Research Report #4) is available from Syracuse University, Printing Services, 125 College Place, Syracuse New York 13210.

ibilities are extended to other persons, particularly when those persons did not participate in the major course design, the press for evidence of equivalency develops very quickly.

In response to this concern, studies of the equivalency of student performance, on and off campus, were conducted in both Freshman English and Psychology 205. These reports are included as Sections 1 and 2, respectively, in Research Report 4. In English, independent judges evaluated papers written by high school and university students on both Level II and Level III. They concluded that equivalency existed at both levels. In particular, they considered the Project Advance Level II papers to be better than the corresponding papers written by Syracuse University students. The Level II failing papers were of equivalent quality both on and off campus. At Level III, the passing papers were considered equivalent. They differed, however, according to the way their authors handled the writing problems they attacked. The Project Advance failing papers at Level III were clearly not as good as either the on or off campus Level III passing papers.

The comparability of student performance in Psychology 205 was determined by comparing the scores of Project Advance and Syracuse University students on the midterm examination. The midterm was a point at which all students had covered the same material. It consisted of fifty multiple choice items which had been selected from those used on the previous unit tests. Results of the comparison indicated that students were about equal in the performance they displayed.

In addition to these two reports on the equivalency of student performance between Project Advance and Syracuse University, a report on enrollment and grading across Project Advance is included as Section 3 of Research Report 4. The report contributes to the description of the first year effort. Further,

it provides a base of information that will be necessary for meaningful longitudinal study of the Project in future years.

Priorities of Groups

The overriding theoretical framework which informed the first year evaluation is Robert Stake's notion (1967, 1970) of responsive evaluation. An evaluation is responsive if it "orients more directly to program activities than to program intent, if it responds to audience requirements for information, and if the different value-perspectives are referred to in reporting the success of the program" (Stake, 1973).

Working from this point of view, the evaluation staff undertook an extensive study to determine the priorities of various groups involved in the Project. Initially, this involved a meeting of selected teachers, school principals, guidance counselors, University personnel, and representatives of the New York State Department of Education where the goals of each group for the Project were solicited. Information from this meeting became the basis for a study of parent and student priorities for the Project. This study is reported as Section 4 of Research Report 4.

The results of this evaluation suggest that both students and their parents have clear and often strong opinions regarding priorities for the Project. In particular, the study suggests that the equivalence of the courses offered on and off campus is the most important goal of the program to students and parents alike. Both groups rated the comparability of work load, equivalence of grading standards, and equal credit for equal work as priorities. Next in importance were those statements relating to continued assistance from the University in setting up, operating, and evaluating Project Advance courses in the high school. Again, there was high level of agreement between students and parents. At the

lower end of the ratings were statements dealing with favorable publicity that might be received by Syracuse University Project Advance or by participating school districts. While both students and parents rated these outcomes as least important, there was more disagreement between the two groups as to the degree of their unimportance. Parents were more concerned than students that the Project and the local schools receive favorable publicity.

Formative Evaluation

Research Report 4 is limited to the summative reports coming out of the first year. Additional efforts to remain within a responsive framework were undertaken in a more informal manner within the formative evaluation. Twice during the year, students were asked to complete a short questionnaire indicating what things they liked most and what things they liked least about the course. Comments were also collected on each unit in psychology by means of an evaluation form built into each unit test. Additionally, each student completed a 24 Adjective Rating Scale, an attitude measure on which they rated the concept "A Project Advance course is...?"

Valuable sources of formative information from teachers were the one-day teacher seminars held for each course each semester. The seminars were mainly a time for the teachers to ask questions of the faculty and clarify points which were unclear. The teachers were able to share their experiences and identify common problems as well as play an important role in the revision and development of the project. Prior to the workshops, many teachers asked their students what they should report to the Project staff. In this way, many student concerns were relayed to the Project staff. The teacher workshops provided a forum in which many issues were resolved before they became problems.

The formative report is made up of extensive tabulations of within-course measures and scales, mostly in raw data form for baseline referral in the future.

Thus, while few formative generalizations are supportable at this stage, some representation of the kinds of data and informal conclusions will give a sense of the future direction of the Project.

Several observations were made and a number of lessons learned from the first-year operation of Project Advance:

Administration. Each high school faculty member in the summer sessions was asked to write an adaptation paper prior to the course offering. This was done to promote advance planning and to identify potential problems early in the year. Comments from the teachers indicated that the design of the high school courses would closely follow the design being used on campus. Reservations about the time needed for grading and for individual work with students were widely shared by teachers. The solution in most schools was to request either an additional preparation period, a double period for the class meeting, or a duty-free lunch period. For example:

> *I anticipate no proctors, therefore, periods 5a and 5b (11:45-1 PM), during which all students eat lunch, have been cleared as time for me to fulfill proctor responsibilities.*

In retrospect, this solution was satisfactory except for two teachers who had additional administrative responsibilities as department chairpersons.

Instruction. The adaptation papers indicated that the efforts in redesign were directed toward minicourses and options which the teachers felt to be appropriate for their individual backgrounds. The following example is from a psychology teacher:

> *I am considering adding the following options:*
>
> *a. a major research paper worth 20 points*
> *b. An original experiment (designed and implemented under my direction) worth 20 points*
> *c. a detailed discussion of "Third Force" psychology, especially Murray, Maslow, May, Fromm...worth 10 points*
> *d. a vocabulary quiz (probably matching) for each unit, worth 5 points for mastery score*

e. *summaries of articles dealing with current trends in psychology from the popular press, worth 1 point each. No more than 1 per week.*

The press of dealing with new material ruled out developing most of these options in most courses. English teachers developed fewer minicourses than initially projected, but, in relation to other courses, implemented more offerings than were included in the basic course. This may be attributed to the credit structure of the English course which requires minicourses or independent study projects to complete the full 6 credits. Most English teachers included minicourses or independent study projects as options for seniors.

Several teachers expressed concern about the high academic level of the courses:

> *The reading material seemed to be difficult, definitely college level, and hence would demonstrate the need for counseling students before admission to the class. This was not done, to my knowledge, at ----. The readings that are used in conjunction with the manual help reinforce the students' learning process. This supplementary material is well chosen; Whaley and Malott most interesting and informative; Zenneman, deadly as an introduction, certainly not a spark for the course; and the pamphlets with the answers directed to reaffirm the correct knowledge are unique to me, a good idea. The greatest quantity of materials available, both reading and movies, seemed to be on the learning unit. I would like to see more material made available for other units like personality, memory, or abnormal behavior.*

Subsequent teacher recommendations at workshops bear out this comment.

> *Recommendations*
>
> *Thorough screening of students prior to registration to make sure they can handle the material, reading scores, and understand teacher and guidance recommendations.*

Efforts have since been concentrated on registration through guidance staff, so students with little chance of success may be advised.

Physical Facilities and Materials. Most of the schools encountered few problems in this area. Three schools had problems because of large student enrollments and a limited number of study spaces, resulting in multiple

activities in a single room, which the teachers felt was detrimental to study. This problem was one which had to be tolerated, or the program would have had to be withdrawn. The negative effect of this overcrowding on student achievement does not appear to have been great enough to warrant withdrawal of the program. However, this disadvantage, along with other factors, could lead to such a decision sometime in the future.

Schools had on hand or were able to obtain the media equipment (cassette tape recorders, projectors) that were necessary. Most of the psychology teachers had difficulty in film rentals, both in scheduling the films and in meeting the rental fees. To eliminate this problem, special arrangements with the film companies are being studied.

The schools purchased the texts for the courses but since the courses were part of regular curriculum offerings, there was no need to allocate additional funds for books. The only serious problem encountered was in late ordering and shipping. This has been overcome by stocking texts at a local bookstore so that they are available on request.

Funding. Most of the schools have no difficulty obtaining enough students to finance the program. However, some schools with relatively few college-bound students did have trouble filling a section (a section contains 20 students). For these schools individual plans have been worked out between the schools and the University to enable them to offer the courses. It should be noted, however, that long-term prognosis for continuing such arrangements is not favorable unless a new funding procedure is developed.

Staffing. The formative evaluation showed that the coordination problems encountered in working with high school faculty were not greater than, and usually less than, those on campus.

The expenses of administrative and faculty staffing are directly related to

the number of schools being served: as the Project expands, staffing expenses will increase. Some efficiency can be expected in staffing, but the savings from it will be offset by the loss of seed money (e.g., state funding for teacher training and program evaluation) and by other expenses incidental to inflation, so that the cost of the program per student will probably remain what it is. A simulation of project growth (Rosenberg, 1974) indicates that support needed for the Project would increase linearly for the next two years. The basic staffing pattern seems to be satisfactory and will, therefore, be continued.

Inter-University Relationships. Early contacts with other colleges indicated that only a few policy problems migh occur as students who received Project Advance credit tried to transfer it to institutions other than Syracuse University. Registrars at other colleges were, for the most part, satisfied with a course description from the college catalogue. Because the program was new, advisors often asked for more complete course descriptions, which, with only a few exceptions, met their needs. The transferral of Project Advance credit was expected to be generally more successful than either Advanced Placement or CLEP testing programs and at least equal to other programs offering credit for transfer.

Other institutions expressed considerable interest in offering similar programs. In fact, it appears that offering Project Advance courses in geographical areas usually served by other institutions often stimulated those other institutions to work out parallel arrangements with their local schools.

Student Evaluations. The several questionnaires used to solicit student reactions to course content and organization were helpful in identifying specific problems. Generally, students reacted positively to the organization of the courses.

For example:

> *I liked the fact that the course was independent study so I wasn't held back by the rest of the class. Also, the subject material was interesting and we had our choice as to the optional units.*
>
> *Some of the information was very worthwhile. You could use it to apply to everyday living, and you could relate to it very well. The set up [Marking system--readings then tests] that the course followed was practical and I thought used quite well.*

Project Advance students were, however, more critical, or at least more perceptive, in identifying such things as typographical errors, poor test items, or inadequate explanations.

> *Elaboration on some of the more quickly presented theories. What were the other stages besides pre-adolescent?*
>
> *Rewrite the test. Many of the questions are poor (ambiguous) (14, 22). How much difference between lines? Too, too picky questions (20). Poorly worded questions and answers (25, 26). Give-away questions (18).*
>
> *In your definition of Sociopathic Disorders, you take characteristics of the three main groups (psychotic, drug dependents, and sexual deviates) and you state their characteristics as true for all. Your characteristics of Sociopaths are the same as those for your definition of the Psychotic Personality. And also, their [Sociopaths] reaction towards society is only a feedback from how society looks at and treats them.*

While these comments pointed up weaknesses in specific items, which were then corrected, they also represented a high level of understanding of the purposes and context of the course. Such constructive comments make it easy to revise materials since they refer to specific problems. There were, of course, many positive comments indicating student satisfaction with content organization. The comments from all schools were typed and given to the University faculty responsible for the material. The specific improvements suggested by the Project Advance students were incorporated into the on-campus program as well, so that the comments proved doubly beneficial.

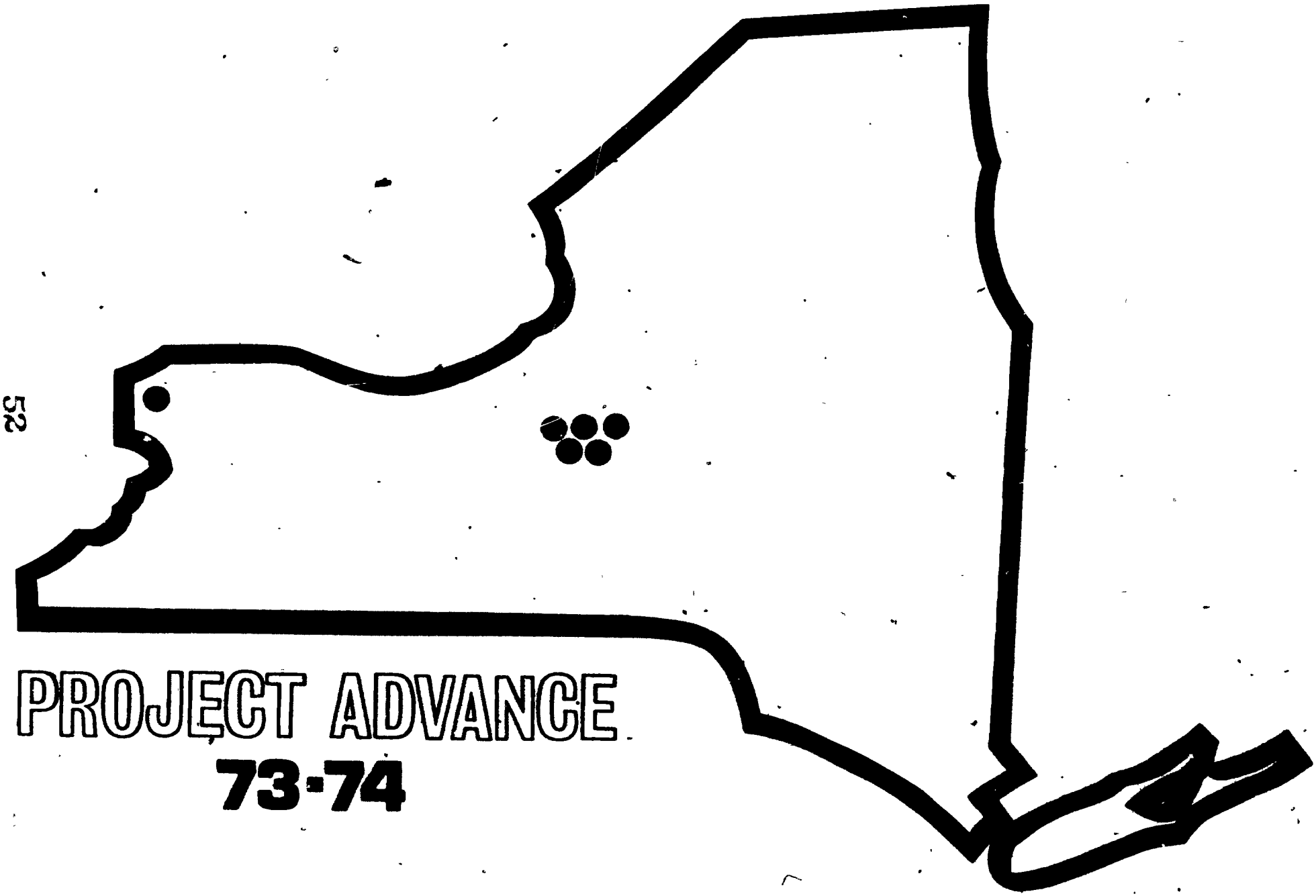
The Future. All schools offering courses in the 1973-74 academic year have continued in the program, and most of them, in fact, have increased the number of sections in the program. Most of the first-year schools were near Syracuse (Project Advance Map #2). The program expanded in response to the general favor it met within the school districts. The administrators in these districts spread favorable reports on the project to other school districts, such as are illustrated by the following quotes.

> *I am tremendously elated with the success of Project Advance in our school system. There are many criteria by which to judge this. First, positive word of mouth has led to an increased enrollment. This past year 94 students were enrolled in psychology and English courses. Next year (Fall 1974) 121 will be enrolled in the program. Often, a student's senior year may not offer the meaningful experiences that he or she has experienced in the past year. However, with Project Advance, an entirely in-depth experience has been made available. I hope the program will eventually be expanded to include an entire freshman year of courses.*
>
> Rodney Wells
> Superintendent
> Jamesville-Dewitt School District

> *The response to Project Advance has been excellent. The program has been successful with students and parents. Of the 44 students enrolled in psychology last year, 39 completed the course. In the English course, 56 of the 58 finished successfully. We have a vast range of senior electives here, but the fact that students can obtain college credit, I feel, has made the program successful.*
>
> Richard McGee
> Principal
> Jamesville-Dewitt High School

> *The attitudes towards Project Advance have been great! The courses have given the seniors a new perspective on their school work. They're actually working for something. Usually seniors slow up, but the program acts as an incentive for students and at the same time upgrades our school program. The enrollments for the English and psychology courses have increased over 50 percent for the coming year.*
>
> Fritz Hess
> Superintendent
> East Syracuse-Minoa School District

MAP #2



PROJECT ADVANCE

73-74

Appendix

TEACHERS WHO PARTICIPATED IN PROJECT ADVANCE 1974-75

TEACHERS	SUPA COURSE	SCHOOL
Aaron, Merik R.	Psychology	Carle Place
Aitken, Barbara	English	Liverpool
Alguire, Patricia	Psychology	Camden
Aspinio, Marsha	Religion	Solvay
Alm, Brenda	English	Central Square
Arnold, Thomas	Psychology	Hauppauge
Audlin, David	English	West Genesee
Babcock, David	English	Jamesville-Dewitt
Baker, Dorothy	English	Cicero
Barmasse, Sheila	English	Lewiston-Porter
Bartul, John	Psychology	Jericho
Bartul, Rose-Mary	English	The Wheatley School
Baum, Gayl	English	Jamesville-Dewitt
Benzing, William	Psychology	Liverpool
Berger, D.	Psychology	Nottingham
Berger, Jonathan	English	Glens Falls
Bianca, John	English	Camden
Bidwell, Bruce	English	Liverpool
Blouin, George	English	J. F. Kennedy
Bodnar, Elsie	English	The Wheatley School
Botwinick, Rita	Psychology	Herricks
Bundy, Camilla	Psychology	Nottingham
Burke, Kathleen	Psychology	Hauppauge
Calcagni, John	English	Jericho
Carroll, Ellen	Psychology	Liverpool
Carroll, James	Religion	Westhill
Cassidy, Terry	English	Xaverian
Chester, Mary	English	Nottingham
Cioffi, Frank	English	Xaverian
Clarke, Lawrence	English	Schoharie
Cliszis, Ronald	Psychology	Wantagh
Cohn, Luella	Psychology	Roosevelt
Conley, Chas.	English	Clinton
Connerton, Muriel	English	Central Technical
Cook, Candice	English	Solvay
Copeman, Florence	English	Wantagh
Costello, Joan	Psychology	Roosevelt
Curley, Barbara	English	Cicero
Damico, Thomas	Psychology	Camillus
DeFrancesco, Geraldine	Psychology	Cheektowaga
DeGrenier, Francis	Psychology	Cazenovia
Dominy, Richard	Psychology	Camillus
Donham, Rachel	Psychology	Camillus

TEACHER	SUPA COURSE	SCHOOL
Doty, J.	Psychology	Corcoran
Dunn, James	English	Wantagh
Dwyer, Patrick	Psychology	Westhill
Edmonds, Reginald	Psychology	Weedsport
Ettenson, Paul	English	Plainview-Old Bethage
Federman, Deborah	English	Corcoran
Fleming, Marion	English	Roosevelt
Gaines, Bette	English	Liverpool
Gamage, Barbara	English	Baldwinsville
Garvey, James	English	Herricks
Geraghty, William	Psychology	Wantagh
Goldie, Victor	English	Hauppauge
Graney, Robert	English	LaFayette High
Grindy, M.	English	East Syracuse-Minoa
Gropper, Ester	English	Hewlett
Hable, Walter	Religion	Schoharie
Hammond, Christine	English	Westhill
Harrington, Mary	English	Manhasset
Herbert, Robert	Psychology	Wantagh
Hershberger, Mary	English	
Honeywell, Roy	English	C. W. Baker
Huybensz, Joanne	English	J. F. Kennedy
Hyland, Patricia	English	Weedsport
Israel, David	English	The Wheatley School
Kackmann, M.	English	Lewiston-Porter
Kane, William	Psychology	Auburn
Keogh, John	English	Plainview
Keryc, Paul	English	Wantagh
LaMar, Martha	English	Roosevelt
Leary, Mary	English	Schoharie
Lesica, John	Religion	Xaverian
Leven, Lenora	English	Cazenovia
Livingstone, Gail	Psychology	Roosevelt
Lynch, Austin	Psychology	Jericho
Macmasters, Charles	Psychology	East Syracuse-Minoa
Mallory, Virginia	English	Plainview-Old Bethage
Malamud, Abraham	English	North Syracuse
Mallozzi, Fernando	Psychology	Solvay
	Religion	
Martens, Suzanne	English	West Genesee
Maze, Gerald	English	J. F. Kennedy
Metzger, Ronald	English	The Wheatley School
McLellan, Jeffery	Drugs	Weedsport
McQuillan, Bernard	Psychology	Xaverian
Macmackin, Grant	English	Cazenovia
Mosca, M.	Psychology	Corcoran
Morgan, J.	English	Jamesville-Dewitt
Mule, L.	English	Lewiston-Porter
Mulvihill, George	Drugs	Nottingham
Nelson, John	English	Oxford

TEACHERS	SUPA COURSE	SCHOOL
Nevin, N.	Psychology	Nottingham
Notcher, Karen	English	Solvay
O'Brien, Daniel	Religion	Xaverian
O'Brien, Elizabeth	Religion	Solvay
Palla, James	Drugs	Nottingham
Panfil, Lawrence	English	Glens Falls
Pantina, Peter	English	Carle Place
Paris, Mary	English	Liverpool
Patten, H.	Psychology	Henninger
Pecori, Joseph	English	Central Square
Peffley, Robert	English	Norwich
Pennella, Carm.	English	Moravia
Pinto-Marques, Harold	Psychology	Williamsville
Piorkowski, Stephen	English	Jericho
Plail, Mary	English	Baldwinsville
Pompa, Edward	Psychology	West Genesee
Puetzer, Bruno	Psychology	East Syracuse-Minoa
Ralph, Gloria	English	Roosevelt
Ranke, Christine	English	Camden
Rapp, Maria	English	Corcoran
Rhebergen, Lois	English	Baldwinsville
Rockmore, Ruth	English	The Wheatley School
Roddy, Margaret	Psychology	Shenendehowa
Rupert, Suzanne	Psychology	Roosevelt
St. Hilaire, Joanne	English	Bishop Grimes
Sair, Enilie	English	Carle Place
Salzman, Geoffrey	Psychology	J. F. Kennedy
Saralin, David	Psychology	Corcoran
Sayles, Felton	Brass Methods	Nottingham
Schechter, Gary	Psychology	Plainview-Old Bethage
Schembri, Lillian	English	Wantagh
Schilling, Pamela	English	Camden
Schmit, George	English	Cazenovia
Schleihauf, Porta	English	The Wheatley School
Severance, Robert	English	Carle Place
Severino, Francis	Psychology	Jamesville-Dewitt
Shaheen, Roselynn	English	East Syracuse-Minoa
Shepard, Gail	English	Weedsport
Shields, Paul	Psychology	Williamsville
Sibley, Sandra	English	Nottingham
Siscoe, Richard	English	Camillus
Smith, L.	Psychology	Fayetteville-Manlius
Smithmeyer, Ronald	English	Oxford
Speach, D.	Psychology	East Syracuse-Minoa
Stanistreet, Richard	English	Henninger
Stern, Estelle	English	Jericho
Stone, Charlotte	Religion	Solvay
Stavall, Sylvia	English	Roosevelt
Sullivan, Joseph	Psychology	Weedsport
Sweet, Faye	English	Baldwinsville

TEACHERS	SUPA COURSE	SCHOOL
Taub, Liz	English	Herricks
Toth, Susan	Psychology	Corcoran
Taylor, Paul	Psychology	East Syracuse-Minoa
Urban, M.	Psychology	Henninger
VanBoom, Maggie	English	Roosevelt
VanderPutten, Elizabeth	Psychology	Manhasset
Vigilante, Charles	English	Jericho
Wallace, JoAnn	English	Westhill
Williams, Joseph	Psychology	Cazenovia
Webster, R.	Psychology	Jamesville-Dewitt
Weissman, Inez	English	Herricks
Weller, Cyril	English	Liverpool
Webela, Charlotte	English	Cazenovia
Whalen, John	English	Manhasset
Wheeler, David	Psychology	Westhill
Zuccaro, Grace	English	Hauppauge
Nuzzo, Ronald	Brass Methods	Jamesville-Dewitt
Topaline, Elliot	Brass Methods	Cicero

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